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ABSTRACT

Staff from the University of Alabama at Birmingham (UAB) and the Jefferson County, Alabama, Department of Human Resources (DHS) worked together to create a "pipeline to employment" at UAB for welfare recipients by combining on-the-job training with educational opportunities. Welfare recipients referred to UAB by the Jefferson County DHS were given the opportunity to participate in a 1-year welfare-to-work program that included the following components: referral and screening; job placement; case management and employment monitoring; mentoring; and activities to develop educational and/or employability skills. Of the approximately 120 potential participants who were interviewed and assessed for the program, 67 moved through the program and 38 completed it. The project demonstrated the following: case management and mentoring are important components of welfare-to-work programs; obtaining a General Educational Development certificate is not a short-term process; and welfare-to-work programs must minimize competition between work and school. (The following documents are appended: welfare-to-work proposal; informed consent and release of information forms; confidentiality statement for project managers; class/work attendance policy and related forms; supervisor evaluation and project personnel evaluations; adult literacy curriculum; list of instructional materials and other documents used in implementing the curriculum; and pretest/posttest scoring sheet for program participants.) (MN)

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UNIVERSITY BASED WELFARE TO WORK PROJECT AND MATERIALS

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FINAL REPORT

Alabama Department of Human Resources Welfare Reform Proposal
Submitted to: Jefferson County Department of Human Resources
Submitted by: University of Alabama at Birmingham
Project Director: Maxie P. Kohler, Ph.D.

I. Introduction:

With the passage of Public Law 104-193, "The Personal Responsibility and Work Opportunity Reconciliation Act" (Congressional Record, July 30, 1996), employers across the state of Alabama are being encouraged to hire individuals from the welfare rolls.

The University of Alabama at Birmingham, the largest employer in the state of Alabama, completed a one year program beginning October 1, 1997, and ending September 30, 1998, which was designed to address the needs of welfare recipients who desired employment. This program included both on-the-job-training and educational opportunities for welfare recipients referred by the Jefferson County, Alabama Department of Human Resources. Professionals from the UAB School of Education and the UAB Division of Human Resource Management created a ***"pipeline"*** to employment at UAB for welfare recipients beginning with one class of approximately thirty women, with two subsequent classes following a model developed from the initial "lessons learned" experience of the original group. *The goal of this program from UAB/DHR's perspective was to run three classes of approximately thirty to forty participants over the course of one year.* The UAB School of Education was the home of this project, with the project director being a faculty member in this school. Project staff directly involved on a daily/weekly basis assisting the project director was (1) an adult education teacher, (2) case manager, (3) staff of the office of Human Resource Management Training and Staff Development.

II. Program Components:

Major program components which were part of this employment/education program are listed below:

1) Referral /Screening: Referrals to this program was made by appropriate personnel at the Jefferson County Department of Human Resources Office. Immediately upon receipt of the referrals, project professionals began the initial screening procedures for each referral. This screening process was two-fold:

A) Phase 1: During the initial phase of screening, each prospective employee completed an Application for Employment and Release for References. Initial screenings also included both drug screening procedures which are mandatory for all individuals working in the UAB Hospital and a criminal background check. If individuals passed this initial phase of screening, they moved to the second phase. If, however, they failed either the drug screening or the criminal background check, they were not be eligible for employment at UAB, and accordingly, DHR was notified so that an additional referral to our program could be made. This screening procedure took approximately seven to ten days.

B) Phase 2: During the second phase of screening, prospective applicants were administered the Workplace Literacy Test (WLT), Form A Pretest, and the Tennessee Self Concept Scale. Both instruments were administered on a pre/posttest basis, where applicable. The first instrument, the WLT, was used to assess incoming participants' levels of functional literacy in three areas – Prose, Quantitative, and Documents. The second, the Tennessee Self Concept Scale, was administered for research purposes in this project.

For Project Replication Purposes: In order to obtain the approximate number of participants needed for a class, many referrals are needed. Specifically, numerous potential candidates for this class dropped out or were removed from this process at many points along the way for various reasons from not being able to pass a criminal background check to finding one's own job while waiting for a class to begin. Therefore, in an attempt to maintain a reasonable class size, the referral process is particularly important. Many referrals are needed in order to achieve a desired class size.

2) Job Placement - Applicants were placed in jobs where they had an interest, if possible. However, incoming level of education was an important factor, since no one lacking a high school diploma or GED could be placed in jobs other than entry level, unskilled positions such as housekeeping, food services, etc. Employment positions were carefully scrutinized in order to place individuals in jobs which could maximize their opportunity for advancement and/or offer other career paths for which employees could strive, where possible. The job placement phase was also two-fold:

A) Phase 1: Individuals referred to UAB with a high school diploma or graduate equivalency, and based on screening results, were placed in jobs for approximately 37 hours per week. The remaining 3 hours per week were dedicated to instruction in employability/workplace/life skills.

B) Individuals referred without a high school diploma or graduate equivalency, and again based on screening results, were placed in a job for 25 hours per week. The remaining 15 hours per week for this group was broken down typically as follows: Twelve hours per week were spent in upgrading their educational skills so they could take the GED. The remaining three hours of instruction was dedicated to instruction in employability/workplace/life skills.

A three-hour life skills class/employability training program for *all* participants was held each Wednesday afternoon. Instruction was delivered by the staff of the UAB Human Resource Management Training and Staff Development office.

Participants were not paid for any time they spent in instruction, which meant, naturally, that those who were less educated made less money, since they were required to come to the GED preparation class. Thus, they worked a smaller total number of hours per week. This actually posed a problem in the program. Since each class was approximately 3.5 months long, when the class ended, most of those individuals lacking high school diplomas or graduate equivalencies had to be given a choice regarding moving into a "full-time temporary" status on their current job or remaining in the GED preparatory class and working 25 hours per week. If they chose to move out of the GED preparatory class, this obviously reduced their chances of getting the GED, since they were essentially no longer involved in preparation for the GED.

It should be noted that for this project, all participants were hired on "temporary" status, and they were not moved from this status to "permanent" status until their class ended and they were offered a full time position by the UAB. Because the job opportunities apparently were more plentiful in the "temporary" status classification than in "permanent" status at the University, some individuals actually successfully completed the program but were unable to move directly into "permanent" positions immediately. Only when they moved to "permanent" status were they eligible for the array of UAB benefits mentioned below.

Further, for four months, the Alabama Department of Human Resources agreed to let these participants continue to draw they welfare benefits while, at the same time, drawing some salary on their job, thus helping them to offset some of the initial costs of moving from welfare to work, i.e, clothing, etc. However, regular attendance in this

program was a condition of this agreement. If participants failed to regularly come to work and/or class, they could be released from their job and they ran the risk of losing their welfare benefits. Finally, participants continued to receive child care and Medicaid benefits while participating in this program.

Starting salary for employees was determined by educational level and previous experience. The same full range of benefits offered to regular UAB employees was offered to persons employed through this program when, and if, they moved from "temporary" to "permanent" status. Those hired who had completed their GED or who subsequently received a GED became eligible for benefits based upon employment status after completing the program. UAB benefits for which permanent employees were eligible included the following: vacation, sick leave, and holidays. The University also provided at no cost to eligible employees sponsored life insurance, accidental death and dismemberment insurance, and long-term disability. Voluntary life insurance and accidental death and dismemberment were made available to eligible employees who wanted to purchase additional coverage. UAB offered medical and dental insurance as well as retirement benefits. Employees could participate in a health care and/or dependent care flexible spending account which allowed them to set aside pre-tax dollars for reimbursement of eligible expenses. An educational assistance program was available for full-time regular employees and spouses of full-time regular employees and dependent children. After six months of service, UAB would pick up the cost for up to three credit hours of course work each term for eligible employees. Tuition assistance was provided to spouses of full-time regular employees and dependent children after the employee completed one year of continuous service. Finally, the University provided an unemployment compensation and on-the-job injury program at no cost to the employee.

For Project Replication Purposes: From a practical, operational standpoint of managing a project such as this, it should be noted that university Institutional Review Board (IRB) requirements as well as university Human Resource Management hiring regulations had to be blended. Because HRM professionals were not accustomed to dealing with IRB regulations and visa versa, challenges in this area throughout the project presented which had to be addressed.

Additionally, a critical issue that must be resolved is whether participants need to remain in a GED preparatory class if they do not hold a high school diploma or graduate equivalency. Ethical concerns arose in this project surrounding the issue of whether to "require" someone to continue preparing for a GED at the close of their class when they felt they needed money to sustain their families.

3) Case Management/Employment Monitoring – These women presented a unique challenge to us. Possessing myriad problems, these women needed someone to whom they could go to for advice and counsel much more frequently than the average employee. As such, a "case manager" was hired to follow each of these women at all stages through the "pipeline" which was mentioned earlier. Further, this person worked closely with each employee's immediate supervisor(s) in an attempt to maximize their job effectiveness (employment liaison) as well as case managers for the Jefferson County, Alabama Department of Human Resources.

Since serious family and personal situations can (and did) arise which necessitated the attention of trained professionals, the UAB Employee Assistance Program (EAP) staff was available to those participants to address their needs. Although obstacles to employment such as transportation and child care did present challenges at times for some individuals, most were able to resolve those issues without jeopardizing their employment or educational commitments. However, project

staff had less success being able to retain individuals who were considered to have more long-standing personality problems or other mental health challenges.

It was actually noted that from the pre/posttests self concept measures, we found that project participants collectively did not enter with lower than average self concept scores, nor did a 3.5 month welfare to work project significantly increase their measures of self esteem. In fact, participants as a group actually became more self critical and viewed their physical self less positively on the Tennessee Self Concept Scale posttest.

For Project Replication Purposes: Again, as a matter of importance for any type of project replication, experience revealed that the job positions of "case manager" and "employment liaison" needed to be held by two different people. The magnitude of the workload was more than one individual could sustain over the long term.

4) Mentoring - Each participant was assigned a mentor when he/she began the program. Mentors were selected from among permanent UAB employees who had a special interest in being involved in this program. Brown bag lunches and other activities where mentor/mentee could spend time together were provided, and many mentors spent time with their mentees outside of the work environment. From qualitative evaluations, it appears this was important to participants.

5) Educational/Employability Skills - The UAB waived the basic educational requirement for employment of a high school diploma or GED for six months. However, all individuals hired through this project had to ultimately meet this requirement in order to be promoted in their jobs. There were those participants who, because of a lack of a high school diploma or graduate equivalency, remained locked in nonprofessional, unskilled positions until they passed their GED. If individuals were unable to pass their GED within the six months-- either in total or any parts -- UAB

worked with them on a case by case basis, assuming they were making educational progress and had satisfactory work performance.

The UAB School of Education provided adult education classes to project participants in order to facilitate acquisition of their GED. Each participant who accepted employment at UAB without a high school diploma or a graduate equivalency was required to regularly attend adult education classes as part of the conditions for employment.

Adult education instruction for participants was provided through the use of a (1) one-half time adult education teacher, and (2) "PDQ-Using Skills for Building Print" multimedia instructional system. Developed by Educational Testing Service in Princeton, New Jersey, this "PDQ" system provided a standardized curriculum with built-in pre/posttest assessment instruments used to evaluate student achievement gains. Because it focused on functional literacy skills, the system provided a basis from which participants could gain knowledge which would be meaningful to them in the home, work, and community settings. Further, from a measurement standpoint, meaningful comparisons were made possible to the data from the National Adult Literacy Survey (1993) by use of this system. This "PDQ" system was used succcessfully in other adult education activities at UAB, including one previously funded through the Alabama Department of Human Resources JOBS program.

For Project Replication Purposes: As noted above, whenever avoidable, participants should not have to make a choice between work and school, as some of these participants did. When that choice presented itself, with only a very few exceptions, participants chose to go to work on a full-time basis and prepare for the GED in their spare time because of financial constraints under which they were operating. Unfortunately, many, if not most, participants without the structure

of a formal educational program had difficulty continuing their preparation. Therefore, when replicating a program such as this, this particular issue should be given serious consideration. Since lack of education reduces the number of employment opportunities available to women, it is important that women be strongly encouraged to complete their educational endeavors.

Results of this program revealed that of the more than one hundred twenty participants of this program, 38 individuals remained employed at this end of this one-year project, with 36 of those remaining in "temporary" status. At the close of the project, two participants had been moved to "permanent" status positions. Similarly, only two individuals out of approximately twenty women passed their GED during this project. Others chose to move into employment on a full-time basis, thus remaining in unskilled positions, and unfortunately having no way to move up the career ladder because of a lack of educational credentials.

Attached at the close of this report are copies of all materials developed by the project director through this grant for your general information and use.

ACCOMPANYING DOCUMENTS

WELFARE TO WORK PROPOSAL

Alabama Department of Human Resources Welfare Reform Proposal
Submitted to: Jefferson County Department of Human Resources
Submitted by: University of Alabama at Birmingham

I. Introduction:

With the passage of Public Law 104-193, "The Personal Responsibility and Work Opportunity Reconciliation Act" (Congressional Record, July 30, 1996), employers across the state of Alabama are being encouraged to hire individuals from the welfare rolls. The University of Alabama at Birmingham, the largest employer in the state of Alabama, is proposing a program designed to address the needs of welfare recipients who desire employment. Such a program will include both on-the-job-training and educational opportunities for those welfare recipients eligible to participate. Specifically, professionals from the Division of Human Resource Management and the School of Education at UAB are proposing to create a ***"pipeline"*** to employment at UAB for current welfare recipients beginning with one class of thirty women, with three subsequent classes following a model developed from the initial "lessons learned" experience of the original group. *The goal of this program from UAB's perspective is to run four classes of thirty participants over the course of one year.*

II. Program Components:

Major program components which will be part of this employment/education program are listed below:

1) Referral - Referrals to this program will be made from appropriate personnel at the Jefferson County Department of Human Resources Office. Immediately upon

receipt of the referral, project professionals will begin the initial screening procedure for each referral.

2) Screening - This phase is two-fold.

A) Phase 1: During the initial phase of screening, each prospective employee will complete an Application for Employment and Release for References. Initial screening will also include both drug screening procedures which are mandatory for all individuals working in the UAB Hospital and a criminal background check. If individuals pass this initial phase of screening, they will move to the second phase. If, however, they fail either the drug screening or the criminal background check, they will not be eligible for employment at UAB, and accordingly, DHR will be notified so that an additional referral can be made. The screening procedure will take approximately seven to ten days.

B) Phase 2: During the second phase of screening, prospective applicants will be administered a general employment battery of instruments which will include vocational, educational, personal interest, and related instruments designed to assist project personnel in appropriate placement of referrals in a job, educational assistance, if needed, and to assist project personnel in the overall evaluation of this project.

3) Job Placement - Applicants will be placed in jobs according to areas of interest as revealed by interest inventories and other measures given during the screening phase, where possible. Further, employment positions will be carefully scrutinized in order to place individuals in jobs which maximize the opportunity for advancement and/or offer other career paths for which employees can strive, where possible.

The job placement phase is also two-fold:

A) Phase 1: Individuals referred to UAB with a high school diploma or graduate equivalency, and based on screening results, will be placed in a job for approximately 35 hours per week. The remaining 5 hours per week will be dedicated to instruction in employability/workplace/life skills.

B) Individuals referred without a high school diploma or graduate equivalency, and again based on screening results, will be placed in a job for 25 hours per week. The remaining 15 hours per week will be broken down typically as follows: Eight to ten hours per week will be spent in upgrading educational for passage of the GED. Although the last five to seven hours per week will be used for instruction in employability/workplace/life skills, participants will not be paid, as this is a condition of employment.

Starting salary for employees will be determined by educational level and previous experience. The same full range of benefits offered to regular UAB employees will be offered to persons employed through this program. Those hired who have completed their GED or who subsequently receive a GED will become eligible for benefits based upon employment status. UAB benefits include the following: vacation, sick leave, and holidays. The University also provides at no cost to eligible employees sponsored life insurance, accidental death and dismemberment insurance, and long-term disability. Voluntary life insurance and accidental death and dismemberment are made available to employees who want to purchase additional coverage. UAB offers medical and dental insurance as well as retirement benefits. Employees can participate in a health care and/or dependent care flexible spending account which allows them to set aside pre-tax dollars for reimbursement of eligible expenses. An educational assistance program is available for full-time regular employees and spouses of full-time regular employees and dependent children. After six months of service, UAB will pay up to three credit hours of

course work each term for eligible employees. Tuition assistance is provided to spouses of full-time regular employees and dependent children after the employee completes one year of continuous service. Finally, the University provides an unemployment compensation and on-the-job injury program at no cost to the employee.

4) Case Management/Employment Monitoring - Women on welfare present a unique challenge to any employer. Possessing myriad problems, these women need someone to whom they can go to for advice and counsel much more frequently than the average employee. As such, a "case manager" who will follow each of these women at all stages through the "pipeline" is proposed for this project. Further, this person will work closely with each employee's immediate supervisor(s) in an attempt to maximize their job effectiveness. The UAB will donate approximately 51% of the case manager's time toward this project.

Since serious family and personal situations can (and do) arise which necessitate the attention of trained professionals, UAB will be donating approximately 25% of the time of one of the resident Employee Assistance Program (EAP) staff to address the needs of the women in this program. Further, approximately 600 hours of graduate EAP intern time too will be supplied through UAB.

Inservice to any and all Jefferson County Department of Human Resources professionals will be provided to acquaint them with the dimensions of this project as well as with staff who will be conducting this project.

5) Educational/Employability Skills - The UAB will waive the basic educational requirement for employment of a high school diploma or GED for six months. However, all individuals hired through this project must ultimately meet this requirement in order to continue employment. If individuals have not been able to pass their GED within the six months-- either in total or any parts -- UAB will work with

these individuals on a case-by-case basis so they may remain in their employment as long as progressive educational improvement is noted through appropriate measuring devices which will be utilized in this project.

UAB proposes to provide adult education classes to all employees hired through this project in order to facilitate their acquisition of their GED. Each participant who accepts employment at UAB without a high school diploma or a graduate equivalency will be required to regularly attend adult education classes as part of the conditions for employment.

Adult education and instruction for participants will be provided through the use of the "PDQ-Using Skills for Building Print" multimedia instructional system which has been used succcessfully in other adult education activities, including one previously funded through the Alabama Department of Human Resources JOBS program.

INFORMED CONSENT, RELEASES OF INFORMATION, CONFIDENTIALITY STATEMENT FOR PROJECT EMPLOYEES

INFORMED CONSENT FOR PARTICIPATION IN THE UAB WELFARE TO WORK PROJECT

EVALUATION OF PROCEDURES:

The purpose of this project is to provide employment for you at the University of Alabama at Birmingham (UAB), and where necessary, to provide you with adult education services which will aid you in passing the GED. You will be employed in a job through the UAB Department of Human Resource Management, after a thorough background screening which is performed on all prospective employees. Further, you will be required to participate in adult education classes for the remainder of the time each week that you are not working, for a total of 40 hours per week. Before adult education services will be offered, you will be required to participate in an educational screening process which will aid professionals at UAB in tailoring an adult education program to fit your needs.

RISKS, DISCOMFORTS, PAYMENT FOR PARTICIPATION, AND COSTS:

There are no risks or discomforts to you in this project. We will be employing you and helping you to gain knowledge through adult education instruction which we hope will assist you in passing your GED. There are no charges to you for this project, and no costs will be charged to you for these services.

BENEFITS:

There are major benefits to you as a participant in this project. First, you will be given employment at the UAB, Alabama's largest employer. Further, you will be provided adult education instruction to aid in your acquiring your GED, which will enable you to keep the job you are placed in, should you not come in with a high school diploma or GED.

CONFIDENTIALITY:

Information gathered through this program will be kept confidential. The results of several of the screening instruments you take will be published in national journals; however, your name will not be associated with any of your work, so no one will ever know your results outside the project. All data which is to be published will be done in group form, not on an individual level.

WITHDRAWAL FROM PROJECT:

You are free to withdraw your consent and discontinue your participation in this project at any time.

QUESTIONS:

Project staff will be glad to answer any questions you have about this study. Telephone numbers will be given to you by the case manager at UAB who will be in charge of your employment progress. The case manager, Ms. Bettina Byrd Giles can be reached at 934-5321.

Your signature on the following line gives DHR and UAB permission to enroll you in this project.

_____ _____

Date **Participant Name**

_____ _____

Date **Witness Signature**

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INFORMED CONSENT FOR ASSESSMENT AT UAB for PROJECT LEARN Program

I, _____, give my permission to Dr. Maxie Kohler to assess me for my appropriateness for UAB Project Learn. I understand that assessment results will be shared with professionals at the Jefferson County Department of Human Resources, JOBS Program, as needed in order to further assist me in becoming self sufficient.

_____
Participant

_____
Witness

_____
Date

Release of Information

I, _____, give my permission for professionals at the UAB Project Learn program to share any and all information gathered through this project with professionals at the Department of Human Resources JOBS Program.

_____
Signature of Participant

Date:

_____

Witnesses:

_____

_____

RELEASE OF INFORMATION FORM

I, _____ give permission for you to release my GED scores to Dr. Maxie Kohler of UAB. If there are any questions regarding this release of information form, Dr. Kohler can be contacted at 934-2357. Please send these scores to Dr. Kohler at the address located at the bottom of this form.

_____

Student Signature Date

Maxie P. Kohler, Ph.D.
Associate Professor
School of Education
Department of Human Studies
901 South 13th Street, Room 204
Birmingham, AL 35294-1250

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PROJECT LEARN
CONFIDENTIALITY STATEMENT:

The use or disclosure by any party of information concerning participants in this project for any purpose not connected with the administration of UAB and DHR's responsibilities with respect to services provided hereunder is prohibited except upon the written consent of the Project Director and appropriate professionals at DHR. Release of information forms, including the required written informed consent, must also be completed by the participant or the participant's authorized representative, if appropriate, citing each agency or individual to whom information regarding the participant is provided.

I hereby agree to adhere to this confidentiality policy as written. It is my understanding that failure to adhere to such policy can result in my dismissal as well as make me vulnerable to potential legal action.

_____ _____

Signature Date

_____

Witness

UAB School of Education
901 South 13th Street
Birmingham, AL 35294-1250

CLASS/WORK ATTENDANCE POLICY AND RELATED FORMS

PROJECT LEARN Work/Class Attendance Policy:

This class is being conducted by the University of Alabama at Birmingham for the Jefferson County JOBS Program for the purpose of providing work and educational opportunity to JOBS Program participants. As such, each participant is responsible for following the rules of the JOBS Program and class attendance/work rules as given below.

Students must be present at work each day on time and in class each day on time to learn. It is each student's responsibility to be present each and every day *on time*, unless circumstances prevent him/her from attending.

According the UAB Policies and Procedures Manual, "the objective of the attendance policy is to ensure that all employees are treated fairly and consistently while minimizing the occurrence of unplanned absences." There are two issues which are important to be aware of and understand regarding this program: (1) Absences and Tardiness, and (2) Appropriate Conduct. Further, according to the UAB Policies and Procedures Manual, the following definitions are applicable:

a) **Absence** - an absence is defined as not being present for a scheduled work shift.

b) **Occasion of Absence** - An Occasion of Absence is an absence for which the employee's department has not had the advance notice required according to departmental policy. An absence of consecutive work days for the same reason (flu, for example) will result in only one Occasion of Absence. An employee who works one-half or less of the scheduled shift will incur one occasion of absence. (In PROJECT LEARN, even though the employee may not have been given advance notice, participants should in every case notify supervisors, if absent. Further, as a temporary employee at UAB, excessive absence for *whatever* reason can be grounds for termination).

c) Tardiness - Tardiness is defined as the failure of an employee to be at his/her work/class area and ready to begin work/class at the time his/her work shift/class is scheduled to begin.

PROJECT LEARN POLICY:

I. Absences:. ***This policy holds true for both work and class.*** This absence policy is called "No Fault." When you are absent, you must notify Mrs. Bettina Byrd by a telephone call that morning, unless she was notified the day prior to your being absent. *This holds true for all individuals, even those who are working 37 hours per week.* She must be notified by calling her at 934-1251. **Failure to notify her will count as one absence. Specifically, the following holds true:**

A. For individuals working 37 hours per week and 3 hours job readiness - You are to call Mrs. Byrd-Giles at 934-1251 if you are unable to come to work. She will complete the absence form on the telephone, if she is available. If you have to leave her a message, when you return, you need to notify her so you can complete the form (both work and class (Wednesday) if needed) together with any documentation you wish to provide. **You must notify both your supervisor and Mrs. Byrd-Giles. Failure to notify Mrs. Byrd-Giles will count as one absence, even if you notify your supervisor.**

B. For individuals working 25 hours per week and attending adult education classes the remaining 15 hours -- You are to call Mrs. Byrd-Giles to inform her that you will not be in work and class. When you return, you will be asked to complete forms regarding your absence, and, you, too, will want to provide documentation. **You, too, are to also notify your supervisor, and failure to notify your supervisor will result**

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in one absence. Further, failure to notify Mrs. Byrd-Giles will count as one absence.

PROJECT LEARN ABSENCE POLICY: For the three months of the initial phase of this project, each participant will have **six absences**. You are strongly encouraged to work out a situation so that you do not have to miss work and/or class; however, in the event you are unable to do so, you must notify both Mrs. Byrd-Giles and your supervisor.

PROJECT LEARN TARDINESS POLICY: Each time you are late for work and/or class, one-half absence will be given. Therefore, if are late for work and/or class twelve times (.50 x 12 = 6.0), you will be dismissed from the program.

******If you come to class but not to work, that will count for 1/2 absence. If you go to work and not to class, that, too, will count for 1/2 absence. The total not coming to work and not coming to class for one day constitutes one absence.*

Warnings:

The following warnings will be issued to each project participant:

a) After **one** complete absence, you will be given a verbal notification of policy.

b) After **three** complete absences, you will be given a written notification of policy.

c) After **six** complete absences, you will be dismissed from the program.

It is the policy of this program that all attendance records for both work and class will be turned over to professionals at the Department of Human Resources on a weekly and bi-weekly basis. Also, should they request it, salary information for participants will be given to DHR.

II. Appropriate Conduct:

Both at work and in class, appropriate conduct and behavior is expected from each student. Inappropriate conduct in class can mean dismissal from class. Inappropriate conduct at work, which will be given to us by your supervisors, could mean dismissal from work. Dismissal from either class or work could mean dismissal from this program.

By signing the next page, I agree to follow the rules of this program, to make **EVERY EFFORT** to attend work and class each day on time, to conduct myself both at work and in class as an employee of UAB, to notify Mrs. Byrd-Giles and my supervisor when I am unable to attend work and/or class, and when I return, to complete all necessary paperwork documenting my absence/tardiness from work/class. By notifying Mrs. Byrd-Giles, this **DOES NOT MEAN THAT YOU DO NOT HAVE TO NOTIFY MY WORK SUPERVISOR IF YOU HAVE TO MISS WORK.**

I UNDERSTAND THAT I MUST ALSO NOTIFY MY SUPERVISOR.

Work/Class Attendance Policy Signature Page:

_____
Signature of Student

_____
Signature of Case Manager

_____
Date

_____
Signature of Project Teacher

_____
Signature of Project Director

PROJECT LEARN ATTENDANCE POLICY

WRITTEN WARNING OF THIRD ABSENCE:

This written warning is provided to _____ _____ in keeping with the Project Learn Attendance Policy which took effect January 14, 1998. The purpose of this written warning is to inform this participant that project records show she has now been absent from the Project Learn program three times, and three additional absence for this participant will result in her removal from this program.

This warning was given on _____day of _____, 1998.

_____
Signature of Participant

_____
Witness

_____
Witness

For Staff Use Only:

Excused:_____

Unexcused: _____

Student CLASS Absence Form
UAB Project Learn

Date of Absence:_____

Did You Notify The Case Manager That You Could Not Be In Class On That Day? **Yes** **No**

Reason for Absence: _____

_____

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_____

I understand that I am supposed to attend each day's class for the full three hours and that I should not be absent unless I can justify that this absence was excused. Whether my absence is excused or unexcused will be determined by project professionals of UAB and professionals at the Department of Human Resources. If my attendance in this class for any month falls below 100%, I understand that I run the risk of being penalized by the Department of Human Resources and/or being removed from this program. I also understand that if that happens, it is a situation of my own making that has caused this removal or penalty.

_____
Signature of Student

For Staff Use Only:

Excused: _____

Unexcused: _____

Late Arrival: _____

Early Departure: _____

Late Arrival/Early Departure CLASS Form
UAB Project Learn

Date of Late Arrival/Early Departure:_____

Reason for Late Arrival/Early Departure _____

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_____

I understand that I am supposed to attend each day's class for the full three hours. Whether my late arrival/early departure is excused or unexcused will be determined by project professionals at UAB and professionals at the Department of Human Resources. If my attendance in this class for any month falls below 100%, I understand that I run the risk of being penalized by the Department of Human Resources and/or being removed from this program. I also understand that if that happens, it is a situation of my own making that has caused this removal or penalty.

_____
Signature of Student

For Staff Use Only:

Excused:_____

Unexcused: _____

Student Absence WORK Form
UAB Project Learn

Date of Absence:_____

Did You Notify The Case Manager That You Could Not Be In Class On That Day? **Yes** **No**

Reason for Absence: _____

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I understand that I am supposed to attend work each day for the full five hours and that I should not be absent unless I can justify that this absence was excused. Whether my absence is excused or unexcused will be determined by project professionals of UAB and professionals at the Department of Human Resources. If my attendance at work for any month falls below 100%, I understand that I run the risk of being penalized by the Department of Human Resources and/or being removed from this program. I also understand that if that happens, it is a situation of my own making that has caused this removal or penalty.

_____

Signature of Student

For Staff Use Only:

Excused: _____

Unexcused: _____

Late Arrival: _____

Early Departure: _____

Late Arrival/Early Departure WORK Form
UAB Project Learn

Date of Late Arrival/Early Departure:_____

Reason for Late Arrival/Early Departure _____

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_____

I understand that I am supposed to attend work each day for the full five hours. Whether my late arrival/early departure is excused or unexcused will be determined by project professionals at UAB and professionals at the Department of Human Resources. If my attendance at work for any month falls below 100%, I understand that I run the risk of being penalized by the Department of Human Resources and/or being removed from this program. I also understand that if that happens, it is a situation of my own making that has caused this removal or penalty.

_____
Signature of Student

SUPERVISOR EVALUATION
AND
PROJECT PERSONNEL EVALUATIONS

Participant: _____
Supervisor: _____
Date: _____

Evaluation

I. DIRECTIONS: In the space to the right of each item please indicate your agreement with it as it applies to the above named participant.

	This Participant:	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	is punctual.					
2.	is absent frequently.					
3.	gets along well with supervisor.					
4.	gets along well with fellow workers.					
5.	communicates thoughts well verbally.					
6.	communicates thoughts well in written form.					
7.	dresses appropriately for work.					
8.	behaves appropriately on the job.					
9.	understands instructions given.					
10.	completes tasks in a timely fashion.					
11.	follows rules of the unit/supervisor.					
12.	learns from experience.					
13.	requests assistance, if needed.					
14.	solves problems well.					
15.	is attentive to tasks.					
16.	uses time wisely.					
17.	takes initiative.					
18.	possesses a good work attitude.					

II. Overall Rating: As of today, please circle the rating below that best describes the participant as an employee.

Poor	Below Average	Average	Above Average	Excellent

III. Please include any concerns, comments, etc. you have as supervisor of this individual.

_____

_____

_____

_____

_____

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Case Manager Evaluation

The PROJECT LEARN case manager:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. explained information to me so I could understand;					
2. used examples to help me understand better					
3. respected me as a person;					
4. helped me to understand the program more clearly					
5. cleared up points of confusion for me when I needed help;					
6. spent time helping me individually when I needed it;					
7. was patient in dealing with me;					
8. encouraged me if I got discouraged about my progress in the program;					
9. was interested in my progress in the program;					
10. was open to problems I had, if I needed to discuss them with her;					
11. was available for me to talk with her at times I needed to talk with her;					
12. helped me with child care issues when I needed her;					
13. helped me with transportation issues when I needed her;					
14. was easy to catch on the telephone if I needed her;					
15. returned telephone calls promptly;					
16. was willing to help me resolve problems with my supervisor if I needed her help;					
17. worked well with my DHR case manager to help me clear up problems I was having, like with DHR benefits;					
18. was someone I felt I could go to for help with a problem;					
19. helped me to understand more clearly the rules and regulations of UAB;					
20. was willing to schedule appointments when I needed to speak with her;					
21. If she was not available, members of her staff were helpful to me;					

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PROJECT LEARN Case Manager Evaluation

1. What did you like most about this case manager?

2. What did you like least about this case manager?

3. What, if anything, would you change about this case manager?

4. What area(s) do you feel this case manager was of most help to you?

5. What area(s) do you feel this case manager was of least help to you?

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JOBS TEACHER/CLASS EVALUATION

This teacher,

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. helps me to like learning better than other teachers I have had;					
2. communicates the purpose of the class sessions and class activities to us;					
3. speaks clearly when presenting information;					
4. presents information at a rate I can understand;					
5. explains information in a way that I understand;					
6. uses examples to help me understand what I am trying to learn;					
7. shows me how the information I am learning will help me in life;					
8. provides opportunities for me to bring up or discuss issues related to the class;					
9. respects me as a person;					
10. manages classroom discussions so they help me to learn;					
11. clears up points of confusion for me;					
12. helps me individually when I need it;					
13. is patient in helping me to understand information;					
14. comes to class on time;					
15. encourages me if I get discouraged about my progress;					
16. thinks I am the kind of person who can be successful in life;					
17. is interested in my progress;					
18. is interested in my career plans;					
19. is open to problems I may have, if I need to discuss them with her;					

JOBS Teacher Evaluation-- Please use the back of this sheet, if you desire.

Instructor/Class Evaluation

1. What do you like most about this instructor?

2. What do you like least about this instructor?

3. What, if anything, would you change about this instructor?

4. What area(s) of study do you feel this instructor (is) was of most help to you?

5. What area(s) of study do you feel this instructor (is) was of least help to you?

Class Evaluation:

1. What do you like most about this class?

2. What do you like least about this class?

3. What, if anything, would you change about this class?

ADULT LITERACY CURRICULUM

INTRODUCTION TO THE "PDQ--BUILDING SKILLS FOR USING PRINT' ADULT LITERACY CURRICULUM

Maxie Kohler
UAB School of Education

On March 31, 1994, the Goals 2000: Educate America Act was signed into law, and the National Education Goals previously developed under the Bush administration became national and federal policy. Although each of the initial six goals agreed upon at that conference spoke both generally and specifically to objectives that we as a nation must accomplish in order to reach our goal of international competitiveness, Goal #5 directly addressed the literacy issue as follows:

> "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

In conjunction with the United States Departments of Education and Labor, professionals at Educational Testing Service in Princeton, New Jersey have developed a *functional* approach to adult literacy (Goal #5) which encompasses three overall scales, all of which have proven important in determining one's level of adult basic skills proficiencies. These three scales are called (a) Prose, (b) Quantitative, and (c) Documents. Items from each of these three domains serve as the basis for the cognitive instrument which was utilized in the recent study assessing the nation's adult literacy skills -- National Adult Literacy Survey (NALS). This random sample assessment, which was completed in September, 1992, for the first time, gave American educational and governmental officials baseline data from which to subsequently gauge progress at meeting Goal #5. A short description of each of the three scales follows and examples of types of items found on these scales is in Appendix A.

Prose Literacy:	The knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction. For example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme froma poem, or contrasting views expressed in an editorial.
Document Literacy:	The knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs. For example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.
Quantitative Literacy:	The knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials. For example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

According to professionals at ETS, "the purpose of the large-scale assessments performed by ETS such as the NALS, as well as the 14 statewide assessments which have been performed, is to provide policymakers and program providers with aggregate or summary information about the literacy needs of selected populations across America. The Young Adult Literacy Survey (1985) estimated the nature and extent of literacy skills of America's 21-25 years olds, and the National Adult Literacy Survey (1992) profiled the literacy levels of the entire adult populations 16 years and older in the United States. The purpose of the Workplace Literacy Assessment (1990), on the other hand, was to provide comprehensive information about the literacy skills of the job seekers age 16 and older who were being served by selected programs of the Department of Labor (JTPA clients, ES/UI clients, and other **groups**)."

It is worth mentioning that one of the major problems in the field of adult literacy/adult education is the paucity of standardized measurement devices, and it is to this end that the ETS-developed system of prose, quantitative, and documents has filled the gap for the measurement of **functional** literacy skills. In order to attempt to measure progress along this continuum, the Departments of Labor and Education have an ongoing relationship with ETS to continue refining measurement instruments which will document the nation's progress toward Goal #5. Further, data collected from the ETS system is that which, unlike other data, can be linked directly to other state, regional, and national datasets to measure progress at meeting the President's and Governors' Fifth Education Goal.

A second related obstacle in the field of adult literacy/adult education has been the type statistical data which was needed for measuring literacy skills. The current model, for the most part, employs the use of grade level/equivalents. However, much controversy has arisen over using grade level/equivalents on adults, and as such, the ETS model provides for five distinct levels (ranges). The scores on the ETS literacy scales indicate a level of proficiency, not a gradel level/equivalent. Further, according to ETS professionals, "grade level scores focus on a single quantity or number that is best understood when it is compared to the scores of others. In contrast, an individual's proficiency score on each of the three literacy scales (prose, quantitative, and documents) provides a useful means for understanding his/her ability to **apply** literacy skills to a set of 'real life' tasks which he/she can or cannot complete successfully. " These proficiency levels are set on a scale of 0 - 500, are broken down below:

Level 5:	Scores from 376-500
Level4:	Scores from 326-375
Level 3:	Scores from 276-325
Level 2:	Scores from 226-275
Level 1:	Scores from 0 - 225

The WLT was developed by ETS through funds from the United States Departments of Education and Labor and measures one's capacity to function at work and home by assessing the three areas of prose, documents, and quantitative. It has two forms -- Pre and Posttest. The WLT is important to use for three reasons-- First, it yields scores on a 0-500 scale described below in terms of ***"proficiency levels"*** of participants. Proficiency levels are important since they can assist the participant as well as caseworkers at the Department of Human Resources in understanding one's score on each of the three literacy scales (prose, documents, and quantitative) as it relates to **applying** literacy skills to a set of "real life" tasks which he/she can or cannot complete successfully. Secondly, proficiency levels have been used by both the Departments of Education and Labor over the past ten years in the studies cited earlier, and is that which is used to measure the nation's (and all individual states) progress toward meeting Goal #6 (Adult Literacy) of the National Education Goals. By reviewing the 1995 National Education Goals Report, one can see how these proficiency levels for prose, quantitative, and documents become important in charting progress in the field of adult literacy, nationally and state by state. Third, for our purposes, we can link participants' scores (pre/posttest) directly to other state, regional, and national datasets which have been built by ETS through these national and state studies to gain insight as to how our JOBS population is doing in comparison to other regions of the country.

As the need has arisen, ETS has developed a instructional approach for use with adults who need to improve adult literacy skills. This system, called the "PDQ System"--which stands for prose, quantitative, and documents--is maximally effective in a class of 10 to 20 adult learners.

The current model of functional literacy as reflected by measurement instruments as well as the PDQ System has been adopted by the federal departments of Labor and Education. Based on the proficiency levels determined from a pretest designed by ETS in the three areas, an individualized education program can be developed for each participant with remedial intervention being implemented through

the use of the PDQ System. Each instructional program provides approximately 40 hours of multimedia direction for participants in each of the three areas, as needed in light of proficiency levels. However, this system does not supplant on-site teacher instruction, but rather, it is used in concert with teacher instruction as a major supplementary tool. Posttests are available through ETS to assess the adult learner's progress in the program, as needed, as well as having individual posttests on each content area comprising the overall three areas of prose, quantitatitve, and documents.

Each section provides instruction for the adult learner as dictated by his/her pretest. They are briefly described below:

Prose: The prose section is not built for the nonreader but rather can best be used on adult learners with low levels of reading skills. This part of the system is not intended to teach students to "learn to read," but rather to teach students to "read to learn" by dissecting reading materials such as books, magazines, work manuals, etc. The development of self-enhancing metacognitive strategies is one of the goals of the reading section.

Quantitative - The quantitative section facilitates student acquisition in mathematical concepts and calculations by assisting adult learners in the areas of whole numbers, fractions and decimals, rates and ratios, proportions, and percents. Again, 40 hours of instruction is available, and the students moves through this instruction at his/her own pace, with the help of the instructor.

Documents - The documents section of this program aids student understanding of simple lists, combined lists, intersecting lists, nested lists, charts and graphs, and forms. Again, there are 40 hours of computer-based instruction for this section also.

The PDQ "Building Skills for Using Print Multimedia System:

This teacher-operated system consists of the following multimedia components: (a) Power Macintosh which drives a 30-inch color monitor (Monitor #1) and which controls the actual programming of the computer; (b) Laser Disc Player which drives a second 30-inch color monitor (Monitor #2) which utilizes three laser discs -- one for each content area of prose, quantitative, and documents-- and provides explanations and interactions with participants relative to instruction delivered from Monitor #1. Both the computer and the laser disc player interact continuously with

both color monitors in order to deliver instruction and provide meaningful examples of all concepts covered from a functional, or real-life, perspective.

Instructional Materials:

As noted above, Educational Testing Service in Princeton, New Jersey, has developed skill-based instructional materials to correspond to each of the three overall instructional areas taught on the PDQ system. The prose area contains five accompanying workbooks, documents offers three workbooks, and quantitative has five workbooks, all of which directly relate to the instruction from the PDQ system. Each is discussed more specifically below:

Prose: Instructional materials for the Prose area are broken down into strategies for reading prose. Assistance is then given in using four different types of prose documents found in home and office, again in order to assist students in applying reading strategies they acquire to their home and work environments. These four types of reading types are textbooks, manuals, brochures, and newspapers.

The three areas of Prose, Quantitative, and Documents each have accompanying materials which aid in student acquisition of information. Presented below are the general content breakdowns of each area. The following areas are covered in the Prose section with workbooks accompanying each:

A. Basics:
   1) Strategies for Readers
   2) Relationships in Texts
   3) Understanding Questions

B. Materials:
   1) Brochures
   2) Manuals
   3) Newspapers
   4) Textbooks

Documents: Instructional materials for the Documents area are broken down into strategies for understanding various types of documents used at home and at work.

The following are subsections of the Documents section:
   1) Forms
   2) Charts and Graphs
   3) Tables

Quantitative: Instructional materials for the Quantitative area are broken down into strategies for successfully mastering five different types of mathematical skills which are used frequently at home and work.

The following are covered through the Quantitative section:

1) Whole Numbers
2. Fractions and Decimals
3) Percents
4) Rates and Ratios
5) Proportions

Appendix A

The following five workbooks are included under the **Prose** area:

1) Strategies for Reading Prose, which is broken into three overall sections:
   - A) Understanding Questions
   - B) Organization of Text
   - C) Strategies for Readers

2) How Textbooks Are Structured:
   - A) Understanding the Structure of Textbooks
   - B) Using Textbooks to Access Information

3) How Manuals Are Structured:
   - A) Understanding the Structure of Manuals
   - B) Using Manuals to Access Information

4) How Brochures Are Structured:
   - A) Understanding the Structure of Brochures
   - B) Using Brochures to Access Information

5) How Newspapers Are Structured:
   - A) Understanding the Structure of Newspapers
   - B) Using Newspapers to Access Information

Documents: Instructional materials for the Documents area are broken down into strategies for understanding various types of documents used at home and at work.

The following three workbooks are included under the **Documents** area:

1) Forms Workbook:
   - A) Pre-Instruction Exercises
   - B) The Principles of Form -- Six Principles
   - C) Practicing What You Have Learned
   - D) Using Forms
   - E) Worksheets (1-23)

2) Charts and Graphs Workbook:
   - A) Principles of Charts and Graphs - Fourteen Principles
   - B) Using Pie Charts
   - C) Using Bar Graphs
     - i) Getting the Picture
   - D) Using Line Graphs
     - i) Getting the Picture
   - E) Different Graphs for Different Purposes
   - F) What Happens If You Change the Scale
   - G) What Charts and Graphs Don't Tell You

3) Tables Workbook:
   - A).Simple Lists
     - i) Pre-Instruction Exercise
     - ii) The Structure of Simple Lists
     - iii) Principles One - Five
     - iv) Practicing What You Have Learned
     - v) Using Simple Lists
     - vi) Exercises Applying Simple Lists

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B) Combined Lists
- i) Pre-Instruction Exercise
- ii) The Strucure of Combined Lists
- iii) Principles One - Five
- iv) Practicing What You Have Learned
- v) Locating
- vi) Connecting
- vii) Comparing
- viii) Recycling
- ix) Exercises Applying Combined Lists

C) Intersecting Lists
- i) Pre-Instructure Exercise
- ii) The Structure of Intersecting Lists
- iii) Principles One - Five
- iv) Practicing What You Have Learned
- v) Using Intersecting Lists
- vi) Connecting
- vii) Locating
- viii) Comparing
- ix) Exercises Applying Intersecting Lists

D) Nested Lists
- i) The Strucrture of Nested Lists
- ii) Principles one - Five
- iii) Practicing What You Have Learned
- iv) Using Nested Lists
- v) Comparing
- vi) Recycling
- vii) Exercises Applying Nested Lists

Quantitative: Instructional materials for the Quantitative area are broken down into strategies for successfully mastering five different types of mathematical skills which are used frequently at home and work.

The following five workbooks are included under the **Quantitative** area:

1) Whole Numbers
- A) Whole Numbers in Everyday Life
  - i) Everyday Life--Thinking About Numbers
  - ii) Big Numbers - Reading Big Numbers/Tables Using Them
  - iii) Estimating - Rounding/Estimating Answers/Using Estimations in Everyday Life
- B) Basics
  - i) Place Value
  - ii) Negative Numbers
  - iii) Operations with Whole Numbers
- C) Solving Word Problems
  - i) Visualizing Word Problems
  - ii) Solving Word Problems

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D) Extension Activities
    i) Roman Numerals
    ii) Negative Numbers
    iii) Practicing Operations
    iv) Solving Problems
    v) Creating A Class Exercise
    vi) Wrap Up
E) Journal
F) Reference Section
    i) Place Value Chart
    ii) Tables-- Addition/Subtraction/Multiplication/Division

2) Fractions and Decimals

A) Fractions and Decimals in Everyday Life
    i) Everyday Life
    ii) Practice Exercises
B) Basics
    i) What Are Fractions
    ii) Equivalent Fractions
    iii) Fractions and Decimals
    iv) Operations with Fractions and Decimals
        a) Multiplying
        b) Multiplying Decimals
        c) Multiplying Fractions
        d) Dividing Decimals
        e) Adding and Subtracting Fractions
        f) Adding and Subtracting Decimals
        g) Using a Document - Fractions
        h) Using a Document - Decimals
        i) Comparing Fractions and Decimals
C) Solving Word Problems: Fractions and Decimals
    i) Introduction to Visualizing Fractions
    ii)Visualizing Addition and Subtraction of Fractions
    iii) Visualizing Multiplication of Fractions
    iv) Word Problems
D) Extension Activities
    i) Equivalent Parts
    ii) Stock Market Table
    iii) Creating A Class Exercise -- Function Machines
E) Journal
F) Reference Pages

3) Percents
A) Percents in Everyday Life
    i) Percents in Everyday Life
    ii) Interest on Loans
    iii) Interest on Savings
    iv) Percent Increase and Decrease
    v) Taxes
    vi) Discounts
B) Basics
    i) What Are Percents
    ii) Percents and Decimals
    iii) Percents and Fractions
    iv) Calculating with Percents

C) Solving Word Problems
    i) Visualizing Percents
    ii) Comparing Percents
D) Extension Activities
    i) How Do You Spend Your Money?
        a) Using Percents to Track Expenses
        b) Comparing Your Spending with Others'
        c) Looking at Americans' Expenses
E) Journal

4) Rates and Ratios
A) Rates and Ratios in Everyday Life
    i) Rates and Ratios in Everyday Life
B) Basics
    i) What are Rates and Ratios
    ii) Converting Rates
    iii) Reducing Ratios
    iv) Comparing Rates and Ratios
C) Solving Word Problems
    i) Problems with Missing Quantities
    ii) Problems with Comparisons
    iii) Word Problems
D) Extension Activities
    i) Taking A Survey
    ii) Pulse Rate
    iii) Personal Checking
E) Journal
F) Reference Section

5) Proportions
A) Proportions in Everyday Life
    i) Proportions in Everyday Life
B) Basics
    i) What are Proportions
    ii) Graphing Proportions
C) Solving Word Problems
    i) Introduction to Math Language
        a) English and Math Sentences
        b) Correcting Math Sentences
    ii) Introduction to Math Language: Transforming a Problem
        a) Solving for **x**
        b) Explaining Errors
    iii) Introduction to Math Language: Solving Proportion Problems
        a) Setting Up the Proportion
        b) Missing Quantities
        c) **x** in the Denominator
        d) Finding Errors
        e) Word Problems
    iv) Extension Activities
        a) Adjusting a Recipe
        b) Comparing Nutrition Information
D) Journal

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Date: _____

Developmental Plan For: _____

PRETESTING INFORMATION:

Workplace Literacy Test:

Prose:_____

Docu. _____

Quant. _____

POSTTESTING INFORMATION:

Posttest Scores:

Workplace Literacy Test:

Prose:_____

Docu. _____

Quant. _____

GED Practice Test Score:

Mathematics:_____

Science:_____

Social Studies: _____

Literature:_____

Writing:_____

Total: _____

PROSE:

	Score/Date:	Score/Date:
Brochures:	Pre:_____	Post:_____
Manuals:	Pre:_____	Post:_____
Newspapers:	Pre:_____	Post:_____
Textbooks:	Pre:_____	Post:_____

DOCUMENTS:

	Score/Date:	Score/Date:
Simple Lists:	Pre:_____	Post:_____
Combined Lists:	Pre:_____	Post:_____
Intersecting Lists:	Pre:_____	Post:_____
Nested Lists:	Pre:_____	Post:_____
Charts & Graphs:	Pre:_____	Post:_____
Forms:	Pre:_____	Post:_____

QUANTITATIVE:

	Score/Date:	Score/Date:
Whole Numbers:	Pre:_____	Post:_____
Fractions & Decim.	Pre:_____	Post:_____
Rates and Ratios:	Pre:_____	Post:_____
Proportions:	Pre:_____	Post:_____
Percents:	Pre:_____	Post:_____

Additional Comments: _____

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Notes: _____

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